

**DRAFT SCORING RUBRIC  
FOR  
SELF-ASSESSMENT  
ON  
IDAHO SCHOOL ACCREDITATION QUALITY INDICATORS**



**OCTOBER 2006**

**THIS DOCUMENT IS A WORKING DRAFT TO BE USED FOR THE PURPOSE OF INTRODUCING SCORING RUBRICS FOR THE  
SELF-ASSESSMENT: IDAHO SCHOOL ACCREDITATION QUALITY INDICATORS.**

**INTRODUCTORY PAGES, INCLUDING ACKNOWLEDGEMENTS, TABLE OF CONTENTS, INSTRUCTIONS, AND GUIDELINES HAVE YET TO BE  
ADDED. POSSIBLE ADDENDUMS TO BE DEVELOPED INCLUDE A GLOSSARY OF TERMS.**

## STANDARD I – VISION, MISSION & POLICIES

### 1.01. Vision, Mission and Expectations for Student Learning

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. The school shall have clearly written vision and mission statements that are aligned with the district vision and mission.	The school has clearly written vision and mission statements that are closely aligned with the district statements.	The school mission and vision statements are clearly written but not aligned with the district statements.	The school is in the process of writing and aligning vision and mission statements.	The school has not yet begun the process of vision/mission development.	School and district vision and mission statements
2. The mission statement and expectations for student learning shall be developed by the school community and be approved and supported by the professional staff, the school board and/or other school-wide governing organization.	During the development of the school's vision, mission, beliefs and goal statements, representatives of stakeholder groups confer with and obtain input from their constituent organizations.  Drafts of these statements were presented by teams composed of representatives of stakeholder groups at open meetings, and public comment was sought and considered prior to final adoption.	Representatives of stakeholder groups reflecting the diversity of the school's learning community collaborate to draft and finalize the school's vision, mission, beliefs and goal statements.  Drafts of these statements were presented to the general public at open meetings, and public comment was encouraged and considered prior to final adoption.	A collaborative process is established that involves teachers and administrators in defining the school's vision, beliefs, mission and goals; but it provides a limited role for other stakeholders (e.g., students, parents, community members).  Drafts of these statements were presented to the general public at open meetings, but opportunity for public comment was not always provided.	No effort is made to establish a collaborative process to define the school's vision, mission, beliefs and goals.  Drafts of these statements were not presented to the general public.	Annual Progress Report within Continuous School Improvement Plan  School improvement committee meeting agendas and minutes  Interviews with staff members, community members, parent/family members, and school improvement committee members  Perception surveys
3. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.	There is evidence of extensive, ongoing community involvement. Community values and fundamental beliefs about student learning are fully	Community members are involved and the community's fundamental values and beliefs about student learning are reflected in the school's	There is limited evidence of community involvement in the development process.	No community involvement is planned for the development process.	Annual Progress Report within Continuous School Improvement Plan  School improvement committee meeting agendas

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	integrated within the school's mission statement.	mission statement.			and minutes  Interviews with staff members, community members, parent/family members, and school improvement committee members  Perception surveys
4. The mission statement and the school's expectations for student learning shall guide the procedures, policies and decisions of the school and shall be evident in the culture of the school.	School leadership establishes a systematic process to ensure that all policies, procedures and decisions are regularly reviewed and considered for modification to sustain alignment with the mission and belief statements.  School leadership focuses the community on implementing the mission and belief statements by using them as a filter for school improvement initiatives.	School leadership continuously reinforces and supports the mission and belief statements of the school and uses them to guide decision-making.  School leadership focuses the staff on implementing the mission and belief statements by using them as a foundation for designing instructional programs.	School leadership reinforces the vision, mission and belief statements but does not always use them to guide decision-making.  School leadership does not always use the vision, mission and belief statements as a foundation when designing instructional programs.	School leadership neither reinforces the vision, mission and belief statements nor uses them to guide decision-making.  School leadership does not refer to the vision, mission and belief statements when designing instructional programs.	Meeting announcements, agendas and minutes  Displays of the vision, mission and belief statements  Staff member, student, parent/family member and community member interviews  Teacher/student/parent handbooks and school policy and procedures manuals  Brochures  Websites  Press releases
5. The vision and mission shall be regularly reviewed and communicated to the school community.	Representatives of all stakeholder groups share the mission and belief statements throughout the school community.  School leadership establishes a feedback loop to ensure that the mission and belief statements are reviewed and	School leadership communicates the vision, mission and belief statements to stakeholders of the school community.  School leadership provides updates to stakeholders on the progress toward accomplishment of the vision,	School leadership distributes the vision, mission and belief statements to school staff.  School leadership provides updates to school staff members on the progress toward accomplishment of the vision, mission and belief statements.	School leadership does not communicate the vision, mission and belief statements.  School leadership does not provide updates on the progress toward accomplishment of the vision, mission and beliefs	Displays of the vision, mission and belief statements  School board and school improvement planning committee meeting agendas and minutes  Meeting announcements  Teacher/student/parent

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	revised as necessary.	mission and belief statements.  Periodic opportunities for stakeholders to review and update the school's vision mission, and belief statements are provided.	Periodic opportunities for staff members to review and update the school's vision mission, and belief statements are provided.	statements.  Periodic opportunities for stakeholders to review and revise the school's vision, mission and belief statements are not provided.	handbooks  Staff member, student, parent/family member and community member interviews  Brochures  Websites  Press releases

## 1.02. School Board Policies and Administrative Procedures

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1. The school has written procedures aligned with district policies that promote the effective operation of the school.	School procedures are well written, complete and clearly aligned with district policies. A direct correlation is evident.	School procedures are well written and significantly aligned with district policies.	School procedures may be in development and/or are partially aligned with district policies.	School procedures are incomplete and/or disorganized, as well as poorly aligned with district policies.	School procedures handbooks/documents  District policy manuals  Well-documented correlation between the two documents
2. The school procedures shall promote parent/community involvement and shall be available to students, parents, staff and community.	School procedures are written that encourage and define meaningful parent/community involvement in the educational process and activities of the school. There is clear evidence of parent	School procedures are written that address parent/community involvement in the educational process and activities of the school. There is evidence of parent	School procedures have begun to address parent/community involvement.  Some effort is made to distribute school procedures and handbooks to parents	School procedures fail to or minimally address parent/community involvement.  No evidence exists that school procedures and handbooks are distributed to	Parent/community involvement policies at the district level and procedures at the school level  Distribution records for school procedures  Examples of school-to-home

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	<p>involvement throughout the school's educational program and extracurricular activities.</p> <p>The school improvement planning committee analyzes patterns of parent/community participation as a planning tool to maximize active and effective parent, community and minority involvement in improvement planning work and the school's curricular and co-curricular programs.</p> <p>Interactive communication among home, school and community is consistently and intentionally proactive.</p>	<p>involvement in some aspects of the school, usually in the extracurricular program.</p> <p>The school improvement planning committee has adopted a committee policy and school leadership implements procedures that ensure active, effective recruitment of parents, community members and minority representatives to serve on school committees and to be involved in curricular and co-curricular programs.</p> <p>Interactive communication between home and school is meaningful and regular. Parents and community members have easy access to school procedures.</p>	<p>and the community.</p> <p>Communication from the school to the home is generally reactive, dealing with issues of student behavior or academic performance.</p>	<p>parents or the community.</p> <p>Communication from the school to the home is minimal.</p>	communication

1.03. Leadership and Organization

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1. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction and focus for student learning.	<p>The principal collaborates with the school, business community and stakeholders to create and maintain a shared vision and mission.</p> <p>The principal communicates the mission and belief statements to students, families, and other stakeholders in multiple and varied ways.</p> <p>The principal focuses the staff and larger community on designing instructional programs that improve academic achievement and support the mission and belief statements.</p> <p>The principal initiates opportunities to engage community stakeholders in conversations focused on student academic performance to generate the commitment needed to effect deep reform.</p> <p>The principal inspires and provides opportunities for staff members to share ideas, research, instructional</p>	<p>The principal involves the school community in the development and maintenance of the mission and vision.</p> <p>The principal communicates the mission and belief statements to all staff and students of the school in several ways.</p> <p>The principal focuses the staff on implementing the mission and belief statements in instructional programs for improving academic achievement.</p> <p>The principal, as the instructional leader of the school, regularly engages staff members and students in conversations focused on student academic performance.</p> <p>The principal leads and collaborates with staff members to sustain a supportive, safe, orderly, equitable and healthy learning environment for teachers and students.</p>	<p>The principal provides limited leadership in creating and maintaining a shared vision, mission, or focus on student learning.</p> <p>The principal communicates the mission and belief statements to staff of the school.</p> <p>The principal occasionally refers to the mission and belief statements when addressing the planning of instructional programs.</p> <p>The principal occasionally engages staff members and students in discussions about student academic performance.</p> <p>The principal works with staff members to create a supportive environment for teachers and students, but the effort is not sustained.</p>	<p>The principal does not show evidence of creating and maintaining a mission, vision or focus.</p> <p>The principal does not show evidence that the mission and belief statements are considered when planning instructional programs.</p> <p>The principal does not engage staff members and students in discussions about student academic performance.</p> <p>The principal does not create a supportive learning environment.</p>	<p>Displays of the vision, mission and belief statements</p> <p>Continuous school improvement plan</p> <p>Meeting announcements, agendas and minutes</p> <p>Teacher/student/parent handbooks</p> <p>Interviews with staff, students, parents and community members</p> <p>Press releases</p> <p>Website</p> <p>Brochures/pamphlets</p>

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	<p>strategies and learning experiences and leads faculty meetings focused on intensive implementation of school improvement initiatives based on organizational needs.</p> <p>The principal collaborates with district leadership, provides organizational direction and establishes distributed leadership in the school at such high levels that school improvement will be sustained and advanced in his/her absence.</p>				
2. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.	<p>Teachers as well as administrators other than the principal serve in a variety of leadership capacities that significantly guide the school's instructional, programmatic, and fiscal operations.</p> <p>Teachers as well as administrators other than the principal clearly understand their leadership roles and responsibilities in the overall governance of the school. A specific or formal policy, procedure and/or planning document exists that outlines</p>	<p>Teachers as well as administrators other than the principal serve in leadership capacities that guide the school's instructional, programmatic, and fiscal operations.</p> <p>Teachers as well as administrators other than the principal understand their leadership roles and responsibilities in the overall governance of the school. Policy, procedure and/or planning documents exist that outlines these roles/responsibilities.</p>	<p>Teachers as well as administrators other than the principal serve in leadership capacities that somewhat guide the school's instructional, programmatic, and/or fiscal operations.</p> <p>Teachers as well as administrators other than the principal have a limited understanding of their leadership roles and responsibilities in the overall governance of the school. Policy, procedure and/or planning documents exist that outlines these</p>	<p>There is little or no evidence that teachers or administrators other than the principal serve in any type of leadership capacity that guides the school's instructional, programmatic, and/or fiscal operations.</p> <p>Teachers and administrators other than the principal have little or no understanding of their leadership roles and responsibilities in the overall governance of the school. Roles and responsibilities are not defined.</p> <p>Research-based procedures</p>	<p>Specific policy, procedures and/or planning documents exist that outline teacher/staff roles/responsibilities for leadership in school improvement.</p> <p>Continuous improvement plan and other documents indicating a broad base of shared decision-making within the school.</p>



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	these roles/responsibilities.  Research-based procedures concerning shared decision-making are embedded and practiced consistently and effectively throughout the school.	Research-based procedures concerning shared decision-making are embedded and practiced consistently throughout the school.	roles/responsibilities.  Research-based procedures concerning shared decision-making are sometimes implemented and practiced in the school.	concerning shared decision-making are not implemented or practiced in the school.	
3. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.	The school improvement planning committee conducts periodic self-assessments to ensure that the organization of the school and its educational programs results in improved student academic performance.	The organization of the school and its educational programs are aligned with the school's priorities to improve student academic performance and are congruent with the school's vision, mission and beliefs.	The organization of the school and its educational programs are not always aligned with the school's priorities and/or congruent with the school's vision, mission and beliefs.	The organization of the school and its educational programs do not reflect the school's mission and do not positively impact student academic performance.	District policies and school procedures  Staff member, school improvement planning committee member, and community member interviews  Curriculum documents  Lesson plans/units of study  Schedules of events
4. The instructional schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction and assessment.	The master schedule clearly provides for efficient curriculum implementation, reflects a clear and primary focus on maximizing instructional time and effectiveness, and provides for frequent assessment and monitoring of learning.	The master schedule provides for efficient curriculum implementation, reflects a significant focus on maximizing instructional time and effectiveness, and provides for assessment and monitoring of learning.	The master schedule is usually established with curriculum implementation in mind. A stronger focus on effective use of instructional time and assessment of learning is needed.	The master schedule lacks a distinct focus on effective curriculum implementation and doesn't appear to use expectations for student learning as a guide in scheduling decisions.	Master school schedule  Interviews with staff
5. Meaningful roles in the decision-making process shall be accorded to students, parents, and all members of the school staff to promote an	School leadership ensures all systems are in place for administrators, staff, parents, community stakeholders and students to actively engage in	School leadership ensures most systems are in place for administrators, staff, parents, community stakeholders and students to actively engage in	School leadership ensures some systems are in place for administrators, staff, parents, community stakeholders and students to actively engage in	School leadership does not ensure systems are in place for administrators, staff, parents, community stakeholders and students to	School improvement committee membership  Planning process agendas, minutes, surveys and other

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atmosphere of participation, responsibility and ownership.	communication and decision-making on a regular basis.	communication and decision-making on a regular basis.	communication and decision-making on a regular basis.	actively engage in communication and decision-making on a regular basis.	communications
6. The professional staff shall collaborate in support of learning for all students.	<p>All teachers examine and discuss student work collaboratively and use this information to inform their practice.</p> <p>Teachers and other professional staff are actively engaged in the continuous improvement planning process, in evaluating student performance in all subgroups and in designing next steps.</p>	<p>Most teachers examine and discuss student work collaboratively and use this information to inform their practice.</p> <p>Teachers and other professional staff are usually engaged in the continuous improvement planning process, in evaluating student performance in all subgroups and in designing next steps.</p>	<p>Some teachers examine and discuss student work collaboratively and use this information to inform their practice.</p> <p>Teachers and other professional staff are occasionally engaged in the continuous improvement planning process, in evaluating student performance in all subgroups and in designing next steps.</p>	<p>Teachers do not examine and discuss student work collaboratively or use this information to inform their practice.</p> <p>Teachers and other professional staff are not engaged in the continuous improvement planning process, in evaluating student performance in all subgroups or in designing next steps.</p>	<p>School procedures manuals</p> <p>School schedule/planning times</p> <p>Continuous improvement planning structure</p>
7. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices and support the achievement of the school's mission and expectations for student learning.	<p>The administration and/or school improvement committee have adopted policies addressing, and school staff members have incorporated into their practice, a commitment to equity and an appreciation of diversity. Data on the practice of staff members is collected and analyzed to determine if the commitment to equity initiatives and appreciation of diversity practices has a positive impact on student achievement.</p>	<p>The administration and/or school improvement committee have adopted policies addressing, and school staff members have incorporated into their practice, a commitment to equity and an appreciation of diversity.</p> <p>Multicultural considerations are reflected in instructional strategies and seamlessly integrated into the curriculum.</p> <p>School staff members establish and sustain a</p>	<p>The administration and/or school improvement committee have policies addressing a commitment to equity and an appreciation of diversity, but the policies are not always reflected in practice.</p> <p>Multicultural education is addressed through separate instructional programs.</p> <p>School staff members may establish, but do not sustain, a culture that minimizes the impact of physical, cultural</p>	<p>There are no administrative or school improvement committee policies regarding educational equity or appreciation of diversity.</p> <p>Multicultural education is not addressed.</p> <p>Students are grouped according to ethnicity or disability and not by individual instructional needs. School staff do not address physical, cultural or socio-economic barriers to learning.</p>	<p>Student, staff member, parent and community member interviews</p> <p>School improvement committee policies and meeting minutes</p> <p>Multicultural/diverse instructional resources</p> <p>Continuous school improvement plan</p> <p>Walkthrough observations</p> <p>Lesson/unit plans</p> <p>School guidance plans/records</p> <p>Perception surveys</p> <p>Family resource plans</p>

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	<p>Varied instructional strategies based on multicultural considerations are integrated into the curriculum, resulting in the reduction and eventual elimination of achievement gaps.</p> <p>The school functions as a learning community that negates the impact of physical, cultural and socio-economic factors on learning by meeting them as challenges rather than recognizing them as barriers.</p>	<p>culture that minimizes the impact of physical, cultural and socio-economic factors on learning.</p>	<p>and socio-economic factors on learning.</p>		<p>Suspension/expulsion/attendance records</p>
8. Student success shall be regularly acknowledged, celebrated and displayed.	<p>The school has mechanisms in place to acknowledge and honor academic successes, including formal and informal recognition.</p> <p>The school has mechanisms in place to actively recognize a wide variety of positive student behaviors.</p>	<p>The school has mechanisms in place to acknowledge and honor academic successes, including formal recognition.</p> <p>The school has mechanisms in place to recognize a limited number of positive student behaviors.</p>	<p>The school recognition program has been minimally developed to acknowledge and honor academic successes.</p> <p>The school informally recognizes positive student behaviors.</p>	<p>The school has not developed a recognition plan to acknowledge and honor academic successes.</p> <p>The school does not have mechanisms in place to recognize positive student behaviors.</p>	<p>School procedures addressing formal and informal student recognition for academic, behavioral and activity success</p> <p>School and classroom award/recognition programs</p> <p>Assemblies/celebration activities</p> <p>Displays of student work and awards</p>

# STANDARD II – HIGHLY QUALIFIED PERSONNEL

## 2.01. Staffing

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1. Certificated personnel meet all state and federal requirements.	All teachers hold certificates in their assigned areas of instruction. All teachers are Highly Qualified to teach in their assigned area and/or grade levels.	Most teachers hold certificates in their assigned areas of instruction. Most teachers are Highly Qualified to teach in their assigned area and/or grade levels.	Some teachers hold certificates in their assigned areas of instruction. Some teachers are Highly Qualified to teach in their assigned area and/or grade levels.	Few, if any, teachers hold certificates in their assigned areas of instruction. Few, if any, teachers are Highly Qualified to teach in their assigned area and/or grade levels.	School and/or district personnel files  State Department of Education Idaho Basic Education Data System (IBEDS)
2. Non-certificated personnel meet all state and federal requirements.	All non-certificated personnel have passed the Praxis Exam, have at least 32 credits, or have an Associate Degree.  Non-certificated personnel are involved in all professional development for instructional staff.	Most non-certificated personnel have passed the Praxis Exam, have at least 32 credits, or have an Associate Degree.  Non-certificated personnel are involved in most professional development for instructional staff.	Some non-certificated personnel have passed the Praxis Exam, have at least 32 credits, or have an Associate Degree.  Non-certificated personnel are involved in some professional development for instructional staff.	Few, if any, non-certificated personnel have passed the Praxis Exam, have 32 credits or have an Associate Degree.  Non-certificated personnel do not participate in district or school professional development.	School and/or district personnel files  State Department of Education Idaho Basic Education Data System (IBEDS)  Staff development records

## 2.02. Individual Professional Development

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1. The school has a process in place to create and monitor individual professional development plans.	Each professional staff member, including paraprofessionals, has an individualized professional development plan aligned with the professional development goals in the school's continuous improvement plan.  The school administrator meets regularly with each individual staff member to create, review and adjust his/her professional development plan.	Most professional staff members have individualized professional development plans aligned with the professional development goals in the school's continuous improvement plan.  The school administrator meets occasionally with each individual staff member to create, review and adjust his/her professional development plan.	Some professional staff members have individualized professional development plans aligned with the professional development goals in the school's continuous improvement plan.  The school administrator rarely, if ever, meets with individual staff members to create, review and adjust his/her professional development plan.	The school has not formalized a process for the creation and monitoring of individual professional development plans.	School procedures manual outlining the process for creating and monitoring individual professional development plans  Records of professional development plan review
1.a. The individual professional development plan engages the professional educator in examination of best practices for teaching and learning as defined by research.	Professional development plans include and professional development opportunities model scientifically research-based teaching strategies to support student learning. Classroom practice of the strategies is supported.	Professional development plans usually include and professional development opportunities often model scientifically research-based teaching strategies to support student learning. Classroom practice of the strategies is usually supported.	Professional development plans sometimes include and professional development opportunities occasionally model scientifically research-based teaching strategies to support student learning. Classroom practice of the strategies is sometimes supported.	Individual professional development plans do not appear to support examination and incorporation of best practices for teaching and learning.	School procedures manual outlining the expectations for individual professional development  Individual professional development plans  Staff member interviews
1.b. The individual professional development plan identifies the organizational structure and support needed to improve the educator's performance.	Professional development time is consistently provided (i.e., daily or weekly) for colleagues to collaborate in order to evaluate resources,	Professional development time is regularly provided (i.e., bi-weekly) for colleagues to collaborate in order to review resources and study	Professional development opportunities are occasionally provided (i.e., once per month) for colleagues to collaborate, but the focus is	Professional development opportunities are rarely provided for colleagues to collaborate, and the focus is unclear.	Organizational procedures and structures within the school that lend support to an individual educator's improvement  Individual professional

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	analyze data, and study research.  Teachers who have expertise in content or pedagogy mentor other teachers on a regular basis.	research.  Teachers who have expertise in content and pedagogy regularly share information, experiences and/or knowledge with other teachers.	unclear.  Teachers who have expertise in content or pedagogy occasionally share information, experiences, and/or knowledge with other teachers.	Teachers who have expertise in content or pedagogy rarely share information, experiences, and/or knowledge with other teachers.	development plans
1.c. The individual professional development plan is job-embedded, data-driven and supports increased student achievement.	All teachers participate in job-embedded professional development to update their content knowledge and increase their use of professional practices that are scientifically research-based.	A majority of teachers participate in job-embedded professional development to update their content knowledge and increase their use of professional practices that are scientifically research-based.	Some teachers participate in job-embedded professional development to update their content knowledge and increase their use of professional practices that are scientifically research-based.	Teachers rarely participate in job-embedded professional development to update their content knowledge or increase their use of professional practices that are scientifically research-based.	School procedures manual outlining the expectations for individual professional development  Individual professional development plans  Staff member interviews  Self-assessment data  Needs assessment data
2. The school involves staff in the development and implementation of individual and school professional development plans that align with the goals defined in the district strategic plan and the continuous school improvement plan.	School staff members are fully represented in long-term professional development planning at the individual and school levels.  Professional growth is embedded in a change process that improves the structure and culture of the school as an organization.	School staff members are usually represented in long-term professional development planning at the individual and school levels.  Professional growth is becoming an integral part of the larger change process that improves the structure and culture of the school as an organization.	School staff members are sometimes represented in long-term professional development planning at the individual and school levels.  Professional growth does not always occur as an integral part of the larger change process that improves the structure and culture of the school as an organization.	School staff members are rarely involved in long-term professional development planning at any level.  Professional growth is disconnected from the larger change process that improves the structure and culture of the school as an organization.	Staff member interviews  Professional development meeting minutes  Continuous school improvement plan
3. Organizational structure,	The school is well-organized	The school is organized in	The school is sometimes	School structure and time	School schedule

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
support, time and resources are provided to staff in order to meet the objectives of individual and school-wide professional development plans.	<p>in both structure and time to provide for ongoing, job-embedded professional development.</p> <p>Excellent administrator expertise and support is available to assist staff in meeting professional development objectives.</p> <p>Support activities such as peer coaching, teacher mentoring, and administrator walk throughs, are an integral part of school operations.</p> <p>Resources are clearly allocated and sufficient to achieve professional development objectives.</p>	<p>structure and time to provide for ongoing, job-embedded professional development.</p> <p>Sufficient administrator expertise and support is available to assist staff in meeting professional development objectives.</p> <p>Support activities such as peer coaching, teacher mentoring, and administrator walk throughs, are often built into school operations.</p> <p>Resources are allocated and usually sufficient to achieve professional development objectives.</p>	<p>organized in either structure and/or time to provide for ongoing, job-embedded professional development.</p> <p>Some administrator expertise and support is available to assist staff in meeting professional development objectives.</p> <p>Support activities such as peer coaching, teacher mentoring, and administrator walk throughs, are only beginning to develop within school operations.</p> <p>Resources are allocated and sometimes sufficient to achieve professional development objectives.</p>	<p>allocation is not focused on the provision of ongoing, job-embedded professional development.</p> <p>The school administrator demonstrates little expertise or support to assist staff in meeting professional development objectives.</p> <p>Support activities such as peer coaching, teacher mentoring, and administrator walk throughs, are not used in school operations.</p> <p>Resources are not clearly allocated and are insufficient to achieve professional development objectives.</p>	<p>Administrator responsibilities and procedures for staff growth and development</p> <p>Budget allocations for individual professional development</p>

### 2.03. Staff Evaluation

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. The school uses a staff evaluation model that	Staff evaluation is focused on the student learning goals of	Staff evaluation is focused on the student learning goals of	Staff evaluation is focused on the student learning goals of	Staff evaluation is focused on neither the student learning	Staff evaluation model

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
effectively promotes the continuous improvement of school personnel.	<p>the continuous school improvement plan, the individual growth needs of staff members and the projected long-term needs of the school and district.</p> <p>Individual professional development plans are intentionally used to encourage and support the aspirations of potential school leaders.</p> <p>Evaluation is viewed as an integral part of the work of the school, encompassing individual professional growth and establishing a self-renewing learning organization.</p>	<p>the continuous school improvement plan and the individual growth needs of staff members.</p> <p>Individual professional development plans foster purposeful reflection and refinement of professional practice.</p> <p>Evaluation is viewed as an important part of individual staff growth, and the process is valued by all staff members as a route to staff proficiency.</p>	<p>the continuous school improvement plan or the individual growth needs of staff members, but not both.</p> <p>Individual professional development plans may foster reflection and/or impact professional practice.</p> <p>The evaluation process is viewed as part of individual staff growth, but is not valued as a route to proficiency.</p>	<p>goals of the continuous school improvement plan nor the individual growth needs of staff members.</p> <p>The evaluation of certified employees and individual professional development plans do not reflect the instructional needs of students and the professional needs of all staff members.</p> <p>Not all certified employees have individual growth plans.</p> <p>Employees view evaluation only as an employment requirement.</p>	<p>Evaluation forms</p> <p>Continuous school improvement plan</p> <p>Staff member interviews</p> <p>Individual professional development plans</p>
2. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs.	<p>The individual professional development plans of teachers are an integral part of the evaluation process and are collaboratively developed by administrators and teachers.</p> <p>School leadership and teachers engage in interactive discourse and establish an ongoing feedback loop focused on long-term strategic changes in teacher behavior and</p>	<p>The individual professional development plans of teachers are a part of the evaluation process and are usually a collaborative effort of administrators and teachers.</p> <p>School leadership provides regular meaningful feedback to teachers as an integral part of the evaluation process to challenge teacher thinking and to change behavior.</p>	<p>The individual professional development plans of teachers are part of the evaluation process, but are not collaboratively developed.</p> <p>School leadership provides limited feedback to teachers.</p> <p>Teachers are provided with some follow up and support, but not to a level that will ensure improved instructional practice and higher student achievement.</p>	<p>The individual professional development plans of teachers are not directly linked to formal evaluation.</p> <p>School leadership does not provide feedback to teachers.</p> <p>Teachers are not provided follow up and support.</p>	<p>Continuous school improvement plan</p> <p>List of professional development offerings</p> <p>Teacher and administrator interviews</p> <p>Samples of teacher evaluations</p> <p>Individual professional development plans</p>



QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
	<p>practice as an integral part of the evaluation process.</p> <p>Teachers are provided with follow up and support (e.g., professional development, fiscal resources, materials) to ensure that the evaluation process results in improved instructional practice and higher student achievement.</p> <p>The district evaluation process shows a clear connection between student and teacher performance and individual professional development plans.</p>	<p>Teachers are provided with follow up and support (e.g., professional development, fiscal resources, materials) to ensure that the evaluation process results in improved instructional practice and higher student achievement.</p>			
<p>3. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches and reflective about their own practices.</p>	<p>School leadership intentionally recruits and retains a diverse staff of highly qualified personnel certified to teach in the assigned areas and/or grade levels.</p> <p>Classroom observations indicate consistent use of a wide variety of scientifically research-based instructional strategies.</p> <p>All teachers participate in sustained, classroom-focused professional development and collaborative instructional</p>	<p>School leadership recruits and/or retains a diverse staff of highly qualified personnel certified to teach in the assigned areas and/or grade levels.</p> <p>Classroom observations indicate consistent use of several scientifically research-based instructional strategies.</p> <p>Most teachers participate in sustained, classroom-focused professional development and collaborative instructional reflection that updates their</p>	<p>School leadership recruits personnel certified to teach in their assigned areas and/or grade levels, but recruitment is not intentionally focused on hiring and retaining a diverse and highly qualified professional staff.</p> <p>Classroom observations indicate inconsistent use of scientifically research-based instructional strategies.</p> <p>Some teachers participate in sustained, classroom-focused professional development and/or collaborative</p>	<p>School leadership does not recruit personnel who are certified to teach in their assigned areas or grade levels.</p> <p>Classroom observations indicate no evidence of scientifically research-based instructional strategies.</p> <p>Teachers do not participate in sustained, classroom-focused professional development and collaborative instructional reflection that updates their content knowledge and current professional practices</p>	<p>Teacher qualifications and certifications</p> <p>National Board Certified teachers on staff</p> <p>Teacher interviews regarding instructional approaches used</p> <p>Individual professional development plans</p> <p>Lesson/unit plans</p>

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
	reflection that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.	content knowledge and current professional practices to challenge and motivate students to high levels of learning.	instructional reflection that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.	to challenge and motivate students to high levels of learning.	

#### 2.04. Staff Turnover/Retention

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. The school evaluates staff turnover and addresses any concerns about staff retention.	The school keeps complete data on staff turnover. The school always conducts planned exit interviews with departing staff. Staff turnover is deemed avoidable in most circumstances; the school creates an aggressive plan to increase staff retention whenever turnover is high.	The school usually makes an effort to track staff turnover. The school usually conducts planned exit interviews with departing staff. If staff turnover is deemed excessive and avoidable, the school creates a plan to increase staff retention.	Staff turnover data exists but is incomplete. The school sometimes conducts exit interviews that may or may not be conducted according to a planned format. Staff turnover is rarely deemed a problem that can be solved by planning for retention.	The school does not concern itself with high levels of staff turnover and makes no plans to increase staff retention.	Staff turnover data and analysis Exit interview form Staff retention goal, if needed, in continuous school improvement plan

STANDARD III – EDUCATIONAL PROGRAM

3.01. Elements of Thoroughness

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	Mostly Met <i>Significant development and implementation; considerable evidence</i>	Partially Met <i>Minimum development or implementation; limited evidence</i>	Not Presently Met <i>No action has been taken; no evidence</i>	
1. The following Elements of Thoroughness, as cited in Idaho Code 33-1612, are integrated throughout the educational program:  a. provision of a safe learning environment conducive to learning  b. educators empowered to maintain classroom discipline  c. emphasis on basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work  d. provision of instruction in effective communication skills  e. provision of a basic curriculum that enables students to enter academic or professional-technical postsecondary educational programs	All eight elements of thoroughness are integrated into the educational program.	Most, but not all of the elements of thoroughness are integrated into the educational program.	Some of the elements of thoroughness are integrated into the educational program.	Elements of Thoroughness are not integrated into the educational program.	Mission and belief statements  School procedures manual  Teacher handbooks on discipline  Curriculum guides  Goals/objectives in continuous school improvement plan

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
f. instruction in skills necessary to enter the workforce  g. introduction of students to current technology  h. skill acquisition for responsible citizenship at home, school and in the community					

### 3.02. Content Standards

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. The curriculum, instruction and assessments shall be aligned with the Idaho Content Standards.	The implemented curriculum is directly based on and fully aligned with Idaho Content Standards and defines what students should know and be able to do in all content areas.	The implemented curriculum is based on and aligned with Idaho Content Standards and generally defines what students should know and be able to do in most content areas.	The implemented curriculum is aligned with some of the Idaho Content Standards. Essential knowledge, skills and processes are not sufficiently identified.	The implemented curriculum is based on resources (e.g., textbooks) other than Idaho Content Standards.	Written curriculum demonstrating clear alignment to standards  Unit/lesson plans aligned to standards
2. Non-traditional courses such as distance education, correspondence courses, web-based courses and the	All non-traditional courses are fully aligned with Idaho Content Standards.	Most non-traditional courses are fully aligned with Idaho Content Standards.	Some non-traditional courses are fully aligned with Idaho Content Standards.	No effort has been made to align non-traditional courses with the Idaho Content Standards.	Course syllabi and materials demonstrating alignment with standards

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
Portable Assistance Student Support (PASS) program shall be aligned with the Idaho Content Standards. (N/A for elementary schools)					

### 3.03. Curriculum

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.	Each curriculum area has clearly identified the school-wide academic expectations pertinent to that subject.	Most curriculum areas have identified the school-wide academic expectations pertinent to that subject.	A limited number of curriculum areas have identified the school-wide academic expectations pertinent to that subject.	No action has been taken to identify curricular responsibility for school-wide academic expectations.	School or district written curriculum Scope and sequence guides
2. A written curriculum for each subject area shall be utilized.	Written curriculum is utilized for all subjects.	Written curriculum is utilized for most subjects.	Written curriculum is utilized for some subjects.	No written curriculum is available.	School or district written curriculum
3. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.	Differentiated instruction, i.e. adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product or performance that demonstrates learning, is	Differentiated instruction, i.e. adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product or performance that demonstrates learning, is	Differentiated instruction, i.e. adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product or performance that demonstrates learning, is	Instruction is not differentiated for the individual learning needs of students and opportunities for all students to achieve school-wide academic expectations are restricted.	School or district written curriculum Instructional practices utilized by school Classroom observation Student progress monitoring

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
	used consistently in all classrooms to meet the learning needs of all students.	used in most classrooms to meet the learning needs of all students.	used in some classrooms to meet the learning needs of most students.		
4. Curricular coordination and articulation between and among all academic areas shall be evident within the school as well as with feeder schools in the district.	The school has clearly coordinated and articulated grade level curriculum and instruction and subject matter competencies across all grade levels and in all subjects.	The school has coordinated and articulated grade level curriculum and instruction and subject matter competencies across most grade levels and in most subjects.	The school has coordinated and articulated grade level curriculum and instruction and subject matter competencies across some grade levels and in some subjects.	The school has not coordinated and articulated grade level curriculum and instruction and subject matter competencies across grade levels or in any subjects.	Vertical and horizontal alignment of curriculum and instruction across grade levels and subject areas evidenced in school or district curricular documents
5. Instructional materials, technology, equipment, supplies, facilities, staffing levels and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.	Extensive resources are available in all content areas to support the school's implemented curriculum.	Instructional resources are sufficient in all content areas to support the school's implemented curriculum.	Instructional resources are sufficient in some content areas to support the school's implemented curriculum.	Instructional resources are insufficient to support the school's implemented curriculum.	Staffing levels Staff /student interviews Examination of resources, supplies and materials
6. The professional staff shall be involved in the ongoing development, evaluation and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations.	The effectiveness of all programs is regularly monitored and evaluated, and modifications are made based upon evaluation results.	The effectiveness of all programs is regularly monitored and evaluated.	The effectiveness of all programs is inconsistently monitored and evaluated.	Programs are not monitored and evaluated.	Student performance and program evaluation data Records of curriculum development, review and revision meetings Continuous school improvement plan
7. The school or district shall commit sufficient time, financial resources and personnel to the	A systematic process, which includes time, financial resources, and personnel, is in	With staff input, curriculum is monitored and revised on a regular basis.	The curriculum is occasionally monitored and revised.	The curriculum is not monitored or revised.	District policy and school procedures outlining curriculum development, evaluation and

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
development, evaluation and revision of curriculum.	place to develop, evaluate, and revise the curriculum.				revision expectations Meeting minutes , timelines
8. The school selects primary curricular materials for all subject areas from the <u>Idaho Adoption Guide</u> as approved by the State Board of Education.	All curricular materials are approved by the State Board of Education (waiver approved, if necessary).	Most curricular materials are approved by the State Board of Education (waiver approved, if necessary).	Some curricular materials are approved by the State Board of Education (waiver approved, if necessary).	Curricular materials and waivers are not approved by the State Board of Education.	Curricular adoption cycle followed by school Textbook/instructional material purchase records
9. Technology shall be integrated into and supportive of teaching and learning.	Teachers consistently incorporate technology as an integral part of instruction.	Teachers consistently incorporate technology in instruction.	Teachers occasionally incorporate technology in instruction.	Teachers rarely incorporate technology in instruction.	Technology goal/objectives in continuous school improvement plan Staff/student interviews Classroom observations

### 3.04. Instruction

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.	Instructional strategies are aligned to the school mission statement and curriculum, which are based on the learning goals of the school, district and state.	Instructional strategies are usually aligned to the school mission statement and curriculum, which are based on the learning goals of the school, district and state.	Instructional strategies are sometimes aligned to the school mission and curriculum.  Selection of instructional strategies is sometimes	Instructional strategies are aligned to the textbook and are not linked to the school mission and curriculum.  Selection of instructional strategies is not informed by	Continuous school improvement plan Unit/lesson plans Staff/student interviews

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
	<p>Selection of instructional strategies is informed by analysis of the results of continuous assessment, standards-based units of study and current research.</p> <p>School leadership provides multiple forms of support that assist teachers in the design and/or selection of instructional strategies that are aligned to the school curriculum, make connections across content areas and/or grade levels and seamlessly integrate pertinent assessment expectations for student learning.</p>	<p>Selection of instructional strategies is usually informed by analysis of the results of continuous assessment, standards-based units of study and current research.</p>	<p>informed by analysis of the results of continuous assessment, standards-based units of study and current research.</p>	<p>analysis of the results of continuous assessment, standards-based units of study and current research.</p>	<p>Classroom observations</p> <p>Student work</p> <p>Student questionnaire data</p>
2. The teaching and learning program focuses on instructional best practices.	<p>Targeted use of a wide variety of scientifically research-based instructional strategies is evident.</p> <p>Instructional strategies personalize instruction; make connections across disciplines; engage students as active learners; engage students as self-directed learners; involve all students in higher order thinking to promote depth of understanding; provide opportunities for students to apply knowledge or skills;</p>	<p>Consistent use of several scientifically research-based instructional strategies is evident.</p> <p>Instructional strategies usually personalize instruction; make connections across disciplines; engage students as active learners; engage students as self-directed learners; involve all students in higher order thinking to promote depth of understanding; provide opportunities for students to apply knowledge or skills;</p>	<p>Inconsistent use of scientifically research-based instructional strategies is evident.</p> <p>Instructional strategies sometimes personalize instruction; make connections across disciplines; engage students as active learners; engage students as self-directed learners; involve all students in higher order thinking to promote depth of understanding; provide opportunities for students to</p>	<p>No evidence substantiates the use of scientifically research-based instructional strategies.</p> <p>Instructional strategies do not personalize instruction; make connections across disciplines; engage students as active learners; engage students as self-directed learners; involve all students in higher order thinking to promote depth of understanding; provide opportunities for students to apply knowledge or skills; promote student self-assessment and self-</p>	<p>Classroom observations</p> <p>School instructional procedures</p> <p>Continuous school improvement plan</p>



QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
	promote student self-assessment and self-reflection.  The school has adopted instructional practice procedures to ensure effective and varied instructional practices in the classroom.	promote student self-assessment and self-reflection.  The school has adopted instructional practice procedures that generally provide for effective and varied instructional practices in the classroom.	apply knowledge or skills; promote student self-assessment and self-reflection.  The school has adopted limited instructional practice procedures to ensure effective and varied instructional practices in the classroom.	reflection.  The school has not adopted instructional practice procedures to ensure effective and varied instructional practices in the classroom.	
3. Instructional time is allocated and protected to support student learning.	The school's primary focus is instructional time and the school schedule strongly reflects this priority.  Co-curricular and extra-curricular activities do not disrupt the instructional day or take priority over teaching and learning activities.	The school's primary focus is instructional time and the school schedule usually reflects this priority.  Co-curricular and extra-curricular activities usually do not disrupt the instructional day or take priority over teaching and learning activities.	The school loses focus on instructional time as a priority and the school schedule reflects other priorities.  Co-curricular and extra-curricular activities sometimes disrupt the instructional day or take priority over teaching and learning activities.	The school has not established instructional time as its primary focus. The school schedule is not designed to protect teaching and learning time.  Co-curricular and extra-curricular activities disrupt the instructional day or take priority over teaching and learning activities.	School procedures manual  School schedule  Amount of actual instructional time
4. All students have a Parent-Approved Student Learning Plan by the end of eighth grade or by age 14 for special education students regardless of grade level. (possible N/A for elementary schools)	All students have a Parent-Approved Student Learning Plan by the end of eighth grade or by age 14 for special education students regardless of grade level.	Most students have a Parent-Approved Student Learning Plan by the end of eighth grade or by age 14 for special education students regardless of grade level.	Some students have a Parent-Approved Student Learning Plan by the end of eighth grade or by age 14 for special education students regardless of grade level.	No students have a Parent-Approved Student Learning Plan by the end of eighth grade or by age 14 for special education students regardless of grade level.	Parent-Approved Student Learning Plans
5. Limited English Proficient (LEP) students who require testing accommodations have	All identified LEP students requiring testing accommodations have an	Most identified LEP students requiring testing accommodations have an	Some identified LEP students requiring testing accommodations have an	No LEP students requiring testing accommodations have an aligned individual learning	Individual learning plans for LEP students

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
an individual learning plan that is aligned with the Idaho Content Standards.	aligned individual learning plan.	aligned individual learning plan.	aligned individual learning plan.	plan.	
6. All special education students have a current Individual Education Plan that is aligned with the Idaho Content Standards.	All identified special education students have an aligned individualized learning plan.	Most identified special education students have an aligned individualized learning plan.	Some identified special education students have an aligned individualized learning plan.	No identified special education students have an aligned individualized learning plan.	Special Education Individual Education Plans  Demonstrated alignment of these plans with the Idaho Content Standards
7. The school or district endeavors to meet the teacher/student ratios and teacher loads recommended by the state:  Elementary (K-3) = 20 Elementary (4-6) = 26 Middle/Junior High = 160 teacher load High School = 160 teacher load* Alt. School (7-12) = 18 average daily class load  *The total number of students instructed by any one teacher in any one grading period shall not exceed 160 for a traditional secondary school schedule, 140 for trimester school schedules, and 180 for block	All grade levels are at or below the state recommended teacher/student ratios and teacher loads. (100%)	Most grade levels are at or below the state recommended teacher/student ratios and teacher loads. No grade level is below 95% compliance.	Some grade levels are at or below the state recommended teacher/student ratios and teacher loads. No grade level is below 90% compliance.	Grade levels exceed the state recommended teacher/student ratios and teacher loads. Any grade level is below 90% compliance.	Class sizes reported to Idaho Basic Education Data System (IBEDS) on the last Friday of September

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
school schedules.					

### 3.05. Assessment of Student Learning

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. The school staff uses data to improve student performance, facilitate quality instruction and provide intervention as needed.	Teachers use multiple and varied measures of formative and summative assessments aligned to content standards, performance objectives, and instruction.  Teachers maintain comprehensive records of student work and performance and use both to guide instructional decisions.	Teachers use varied formative and summative assessments aligned to content standards, performance objectives, and instruction.  Teachers maintain adequate records of student work and performance and use both to guide instructional decisions.	Teachers use a single type of summative assessment aligned to content standards and performance objectives.  Teachers maintain adequate records of student work or performance but do not use either to guide instructional decisions.	Teachers do not use assessments that are aligned to content standards and performance objectives.  Teachers do not maintain adequate records of student work or performance to guide instructional decisions.	Classroom assessment tools and instruments Staff interviews Copies of student work and performance Staff interviews
2. The school participates in the annual statewide student assessment program as required by Administrative Rules.	The school participates in all state required assessments.			The school does not participate in all state required assessments.	Internal SDE testing information
3. The school regularly monitors student achievement using multiple assessment measures.	The school staff and administrators consistently review test data disaggregated by student	The school staff periodically reviews test data disaggregated by student sub-groups to identify and	The school staff occasionally reviews test data disaggregated by student sub-groups.	The school staff does not review disaggregated test data.	Unit/lesson plans Samples of classroom assessments

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
	sub-groups to identify and address gaps in achievement.	address gaps in achievement.			Sample of student work Staff/student interviews Classroom observations
4. Parents/guardians are informed of assessment results, invited to participate in the development of plans for improvement and are aware of methods to help their students.	Teachers use multiple ways to communicate results to students and parents/guardians concerning students' abilities to meet Idaho Content Standards.  Parents are frequently invited and encouraged to work with teachers to develop improvement plans and are assisted in understanding meaningful ways in which they can help their students.	Teachers communicate results to students and parents/guardians concerning students' abilities to meet Idaho Content Standards.  Parents are invited to work with teachers to develop improvement plans and may be given assistance in understanding meaningful ways in which they can help their students.	Teachers inconsistently communicate results to students and parents/guardians concerning students' abilities to meet Idaho Content Standards.  Parents are sometimes invited to work with teachers to develop improvement plans and are occasionally given some assistance in understanding meaningful ways in which they can help their students.	Teachers do not communicate results to students and parents/guardians concerning students' abilities to meet Idaho Content Standards.  Parent involvement in working with teachers to develop improvement plans and learn how to assist their students is not addressed.	Parent involvement plans Parent/teacher conference records Parent interviews
5. The school's professional staff shall communicate the school's progress achieving all school-wide expectations to the school community.	The school publishes the state required report card annually.			The school does not publish the state required report card each year.	Annual school report card

## STANDARD IV – LEARNING ENVIRONMENT

### 4.01. School Plant and Facilities

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. Facilities meet all building codes, safety standards and public health regulations required by state and local authorities.	Fully documented evidence of compliance with codes, standards, and regulations.	Significant evidence of compliance with codes, standards, and regulations.	Limited evidence of compliance with codes, standards, and regulations.	No evidence of compliance to codes, standards, or regulations.	Facilities inspection report for Idaho Uniform School Building Safety Act  Public health inspections
2. The site, buildings, equipment and furnishings are designed and maintained to facilitate the safety of all occupants and to maintain the quality of the school's instructional and co-curricular programs.	Buildings, equipment, and furnishings provide an optimally safe, orderly, and equitable learning environment.	Buildings, equipment, and furnishings provide an adequately safe, orderly, and equitable learning environment.	Buildings, equipment, and furnishings provide a moderately safe, orderly, and equitable learning environment.  Minor improvements are needed.	No evidence that buildings, equipment, and furnishings provide a safe, orderly, and equitable learning environment.  Major improvements are needed.	Architectural plans  Facility inspections  Maintenance logs and reports
3. The school building is inspected annually per Idaho Uniform School Building Safety Act.	Documented evidence that the school building has been inspected annually per Idaho Uniform School Building Safety Act is available.			No evidence that the school building has been inspected annually per Idaho Uniform School Building Safety Act.	Annual facilities inspection reports for Idaho Uniform School Building Safety Act
4. A planned and adequately funded program of building and site management at the district and/or school level shall ensure the maintenance, repair, and cleanliness of the school plant.	Fully documented evidence of a funded program of building and site management.	Significant evidence of a funded program of building and site management.	Limited evidence of a funded program of building and site management.	No evidence of a funded program of building and site management.	Building maintenance plan/schedule  Maintenance budgets  Maintenance logs/reports
5. The school site and plant shall	Fully documented evidence	Significant evidence that the	Limited evidence is that the	No evidence that the school site	Facility walk through

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
support and enhance all aspects of the educational program and the support services for student learning.	that the school site and plant support and enhance all aspects of the educational program and the support services for student learning.	school site and plant support and enhance most aspects of the educational program and the support services for student learning.	school site and plant support and enhance any aspect of the educational program or student learning support services.	and plant support or enhance any aspect of the educational program or student learning support services.	Staff/student/parent interviews Education goals
6. Equipment shall be adequate, properly maintained, catalogued and replaced when appropriate.	Fully documented evidence that there is adequate equipment and that it has been properly maintained, catalogued, and replaced when appropriate.	Significant evidence that there is adequate equipment and that it has been properly maintained, catalogued, and replaced when appropriate.	Limited evidence that there is adequate equipment or that it has been properly maintained, catalogued, and replaced when appropriate.	No evidence that there is adequate equipment or that it has been properly maintained, catalogued, and replaced when appropriate.	Inventories Replacement schedules Purchase records Maintenance records

#### 4.02. Safe, Positive School Environment

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. The school has a written code of student conduct that was cooperatively designed by members of the school community including students, staff, administration and patrons.	Evidence can be provided to substantiate that a code of student conduct exists and that it was cooperatively designed by all stakeholders.	Evidence can be provided to substantiate that a code of student conduct exists, and that it was cooperatively designed by some but not all stakeholders.	Evidence can be provided to substantiate that a code of student conduct exists, but no evidence that it was cooperatively designed by all stakeholders.	No evidence that a code of student conduct exists.	Student handbook Staff/student/parent interviews Record of code development
2. Policies and procedures regarding student behavior are	Well documented evidence that there are student behavior	Significant evidence that there are student behavior	Evidence that there are student behavior policies	No evidence that there are student behavior policies and	Distribution of student behavior policies/procedures,

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
clearly communicated and consistently enforced and applied.	policies and procedures, and that they are clearly communicated and consistently enforced and/or applied.	policies and procedures, and that they are clearly communicated and consistently enforced and/or applied.	and procedures, but they are not clearly communicated or consistently enforced and/or applied.	procedures.	e.g. website, handbooks, notices, newsletters Staff/student/parent interviews Discipline reports
3. The climate of the school shall be safe, positive, respectful and supportive, resulting in a sense of pride and ownership.	Fully documented evidence that the climate of the school is safe, positive, respectful, and supportive	Significant evidence that the climate of the school is safe, positive, respectful, and supportive.	Limited evidence that the climate of the school is safe, positive, respectful, and supportive.	No evidence that the climate of the school is safe, positive, respectful, nor supportive.	Walk throughs, informal inspections, observations Staff/student/parent interviews Written procedures
4. The school has established a school safety team with representation from the school and community for development, implementation and monitoring of the safe learning environment.	Evidence that a school safety team exists and that there is full participation by all segments of the school community.	Evidence hat a school safety team exists but has limited participation from outside the school community.	Evidence that a school safety team exists, but has no participation from outside the school community.	No evidence that a school safety team exists.	School safety team member list Meeting agendas, minutes
5. The school has developed and implemented procedures for supervision and applicable training of employees to ensure a positive school environment.	Fully documented evidence that the school has developed and implemented procedures for supervision and applicable training of employees to ensure a positive school environment.	Significant evidence that the school has developed and implemented procedures for supervision and applicable training of employees to ensure a positive school environment.	Limited evidence that the school has developed and implemented procedures for supervision and applicable training of employees to ensure a positive school environment.	No evidence that the school has developed and implemented procedures for supervision and applicable training of employees to ensure a positive school environment.	School procedures manual Staff/student interviews Training and development records
6. Data is collected on student behavior referrals,	Fully documented evidence d that data has been collected	Evidence that data has been collected and	Evidence that data has been collected and	No data has been collected and maintained regarding student	Safe and Drug Free Schools

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
suspensions and expulsions and, if applicable, used for the development and implementation of improvement goals and strategies.	and maintained regarding student behavior referrals, suspensions, and expulsions, and that it was used for the development and implementation of improvement goals and strategies.	maintained regarding student behavior referrals, suspensions, and expulsions, and that it was used for the development and implementation of improvement goals and strategies but documentation is limited.	maintained regarding student behavior referrals, suspensions, and expulsions, but that no evidence can be found that it was used for the development and implementation of improvement goals and strategies.	behavior referrals, suspensions, and expulsions.	Incident Report  Continuous school improvement plan

#### 4.03. School Resources for Learning

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. The district or school employs classified and support personnel to meet the needs of the staff and students.	The school employs classified and support personnel sufficient to meet the needs of all staff and students.	The school employs classified and support personnel in adequate numbers to meet the needs of most of the staff and students.	The school employs classified and support personnel but not in sufficient numbers to meet the needs of the staff and students.	The school employs no classified and support personnel.	Number and positions of classified and support personnel  Needs assessments  Staff/student/parent interviews and questionnaires
2. Student records, including health and immunization records, shall be maintained in	Evidence documents fully that student records, including health and immunization			There is no evidence that student records, including health and immunization	Student information files



QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
a confidential and secure manner consistent with federal and state law.	records, have been maintained in a confidential and secure manner consistent with federal and state law.			records have been maintained in a confidential and secure manner consistent with federal and state law.	
3. The school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.	Well documented evidence that financial resources have been made available to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.	Significant evidence that the school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.	Limited evidence that the school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.	There is no evidence that the school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.	Alignment of resources with educational mission, purposes, goals and instructional activities of school  Continuous school improvement plan
4. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.	Evidence is well documented that proper budgetary procedures and generally accepted accounting principles are followed for all school funds.	Adequate documented evidence that proper budgetary procedures and generally accepted accounting principles have been followed for all school funds.	Evidence that some but not all proper budgetary procedures and generally accepted accounting principles have been followed for all school funds.	There is no evidence that proper budgetary procedures and generally accepted accounting principles are followed for all school funds.	Business office management system  Business office records  Interview with business manager/clerks  Activity fund management
5. The school endeavors to meet state-recommended caseloads for pupil personnel services: counselors, social workers & psychologists = 400:1 (student/district average)	Evidence indicates that the school meets state-recommended caseloads for pupil personnel services in all areas. (100%)	Evidence indicates that the school meets state-recommended caseloads for pupil personnel services in all areas at the 95% level or better.	Evidence indicates that the school meets state-recommended caseloads for pupil personnel services in all areas at the 90% level or better.	Evidence indicates that the school's caseloads for pupil personnel services are below the 90% level of compliance with state recommendations.	Student population/pupil services personnel ratio on last Friday in September
6. The school shall provide special education services related to the identification, monitoring and referral of students in accordance with	Fully documented evidence that the school provides special education services in accordance with local, state, and federal laws.	Significant evidence that the school provides special education services in accordance with local, state, and federal laws.	Limited evidence that the school provides special education services in accordance with local, state, and federal laws.	No evidence that the school provides special education services in accordance with local, state, and federal laws.	Special education records

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
local, state and federal laws.					
7. The school endeavors to meet the state-recommended ratios for elementary/secondary media generalists and assistants: Elementary = 500:1 (student/district average) Secondary = 500:1 (student/district average)	Evidence indicates that the school meets the state-recommended ratios for elementary/secondary media generalists and assistants. (100%)	Evidence indicates that the school meets the state-recommended ratios for elementary/secondary media generalists and assistants at or above the 95% level.	Evidence indicates that the school meets the state-recommended ratios for elementary/secondary media generalists and assistants at or above the 90% level.	Evidence indicates that the school's ratios for elementary/secondary media generalists and assistants are below the 90% level.	Student population/media personnel ratio on last Friday in September

#### 4.04. Community Resources for Learning

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.	Well documented evidence that the school has engaged parents and families as partners in each student's education or has encouraged their participation in school programs and parent support groups.	Significant evidence that the school has engaged parents and families as partners in each student's education or has encouraged their participation in school programs and parent support groups.	Limited evidence that the school has engaged parents and families as partners in each student's education or has encouraged their participation in school programs and parent support groups.	No evidence that the school has engaged parents and families as partners in each student's education or has encouraged their participation in school programs and parent support groups.	Examples of school-to-home communications Perception surveys District policies/school procedures Parent/community member workshops Staff/student/parent

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
					interviews
2. The school shall foster productive business/community/higher education partnerships that support student learning.	Fully documented evidence that the school fosters productive business/community/higher education partnerships which support student learning.	Significant evidence that the school fosters productive business/community/higher education partnerships which support student learning.	Limited evidence that the school fosters productive business/community/higher education partnerships which support student learning.	No evidence that the school fosters productive business/community/higher education partnerships which support student learning.	Records of meetings with business/community/higher education Contracted partnerships
3. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.	Fully documented evidence that ongoing planning has taken place to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.	Significant evidence that ongoing planning has taken place to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.	Limited evidence that ongoing planning has taken place to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.	No evidence that ongoing planning has taken place to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.	Continuous school improvement plan

## STANDARD V – CONTINUOUS SCHOOL IMPROVEMENT

### 5.01. Continuous School Improvement Plan

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. The school develops and implements a continuous school improvement plan focused on student achievement that is reviewed and revised on an ongoing basis.	The school has completed all required sections of the Continuous Improvement Planning Tool and has a established a regular cycle of ongoing review and revisions.	The school has completed most required sections of the Continuous Improvement Planning Tool and has a established a regular cycle of ongoing review and revisions.	The school has completed most required sections of the Continuous Improvement Planning Tool but hasn't yet established a regular cycle of ongoing review and revisions.	The school has not started or not made adequate progress within the Continuous Improvement Planning Tool.	Continuous Improvement Planning Tool
2. The continuous school improvement plan utilizes school leadership teams and provides for a collaborative, organized process of planning and decision-making, which includes parental and community involvement.	School leadership engages representatives of the staff, students, parents and community (i.e. school improvement committee) in long-term planning to identify new or emerging objectives that proactively meet the anticipated future learning needs of the school's students.  The planning process is completely collaborative and clearly articulated to constituent groups.	School leadership engages most identified groups to serve on the school improvement committee for long-term planning to identify objectives that meet the learning needs of the school's students.  The planning process is usually collaborative and generally well-articulated to constituent groups.	School leadership engages representatives of staff, students, and parents and community on a limited basis on a school improvement committee for planning purposes.  The planning process is limited in its efforts to build collaboration and is only partially articulated to constituent groups.	School leadership has not established a school improvement committee or does not use the committee that is established effectively.  The planning process is not defined or is nebulous in its structure and function.	School improvement committee list Meeting minutes Committee interviews
3. There is a commitment to the school improvement process by the school leadership team and the school staff.	The school improvement committee and school staff consistently embrace a shared commitment and responsibility for student success and continually plan by using their identified	The school improvement committee and school staff generally embrace a shared commitment and responsibility for student success and plan using	The school improvement committee and school staff share some commitment and responsibility for student success. Planning is not well organized and is	There is little or no evidence that the school improvement committee and school staff have a shared commitment and responsibility for student success or that they engage in	Meeting agendas and minutes Staff interviews School improvement

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
	improvement planning process.	identified improvement planning process.	sometimes ineffectual.	an organized improvement planning process.	committee interviews
4. The school utilizes a continuous school improvement process that includes each of the following common core elements: a. vision, mission and belief/commitment statements that guide school improvement and focus on student performance b. ongoing collection, review and analysis of pertinent data that builds a profile of the school and assesses staff and student needs c. utilization of data analysis/needs assessment results to select the most appropriate areas upon which to focus improvement efforts and to identify needed student support services d. development of data-driven and measurable student achievement goals e. assessment and analysis of staff strengths and challenges in relation to the	The school currently has a continuous school improvement plan that includes all ten of the core elements	The school currently has a continuous school improvement plan that includes most of the ten core elements.	The school currently has a continuous school improvement plan that includes some of the ten core elements.	The school does not have a continuous school improvement plan or process in place.	Outline of the school's improvement planning process and materials that support the process

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
student achievement goals f. review of pertinent research and use of scientifically research-based models, programs and practices when selecting improvement strategies g. strategies that focus on improving student performance h. action plan and timeline for implementing strategies and achieving goals i. professional development goals aligned with the continuous school improvement plan j. monitoring and evaluation of the effect of the plan on student achievement and staff practices in order to make adjustments, as needed, to ensure success					
5. Evidence of school improvement is identified, documented, used and communicated to all stakeholders.	The school uses multiple ways to communicate results of school improvement to all stakeholders.	The school communicates results of school improvement to stakeholders.	The school inconsistently communicates results of school improvement to stakeholders.	The school does not communicate results of school improvement to stakeholders.	Continuous school improvement plan Newsletters Website Press releases

5.02. Professional Development

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. The school has ensured that time and resources are made available to staff in order to meet professional development needs.	All available fiscal resources are maximized to provide support for professional development, using state professional development allocations and other funding sources (e.g., local, state, federal, private). Sufficient time is allocated to ensure that professional development needs are met.	Most available fiscal resources are used to provide support for professional development, using state professional development allocations and other funding sources (e.g., local, state, federal, private). Time is allocated to meet most professional development needs.	Available fiscal resources are not always maximized to provide support for professional development. Allocated time to meet professional development is limited.	Available fiscal resources are not used, or resources are not re-allocated, to support professional development. Time is not set aside for the professional development needs of the staff.	School and individual professional development plans and budgets Professional development schedule Staff interviews
2. Professional development is an integral part of and aligned with the continuous school improvement plan.	The school has an intentional plan, within the continuous school improvement plan, for building instructional capacity through on-going professional development.  Professional development priorities align with goals for student performance and the individual professional development needs of staff.  The continuous school improvement plan directly connects goals for student learning and the priorities set for professional development	The school has a plan for building instructional capacity through professional development activities.  Professional development priorities usually align with goals for student performance and the individual professional development needs of staff.  The continuous school improvement plan usually connects goals for	A professional development plan exists but is loosely connected to the goals for student learning. Professional development is oftentimes too short and without sufficient follow-up.  Professional development opportunities don't necessarily align with goals for student performance or the individual professional development needs of staff.  The continuous school improvement plan does not	Professional development is not an integral part of or aligned with the continuous school improvement plan.	Continuous school improvement plan

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
	activities.	student learning and the priorities set for professional development activities.	coherently connect goals for student learning and the priorities set for professional development activities.		
3. The school is utilizing a staff development plan that reflects identified instructional needs.	Decisions concerning professional development opportunities are always based on an analysis of student achievement data, needs assessments and personnel evaluations.	Decisions concerning professional development opportunities are usually based on an analysis of student achievement data, needs assessments and personnel evaluations.	Decisions concerning professional development opportunities are sometimes based on an analysis of student achievement data, needs assessments or personnel evaluations.	Decisions concerning professional development opportunities do not appear to have a foundation in an analysis of student achievement data, needs assessments or personnel evaluations.	Demonstrated alignment between analysis of student data/student needs assessments and the professional development plan  Continuous school improvement plan
4. The school's professional development program provides opportunities for teachers to develop and improve their instructional strategies.	Professional development opportunities focus on research-based instructional strategies designed to meet the varied needs of students.  Professional development is sufficient in length and consistency for teachers to learn and master instructional strategies.	Professional development opportunities usually focus on research-based instructional strategies designed to meet the varied needs of students.  Professional development is usually sufficient in length and consistency for teachers to learn and practice instructional strategies.	Professional development opportunities are beginning to focus on research-based instructional strategies designed to meet the varied needs of students.  Professional development is sometimes insufficient in length or inconsistent making it difficult for teachers to practice new instructional strategies.	Professional development opportunities are not relevant or sufficient to meet the needs of teachers for developing and improving instructional strategies.	Professional development offerings  Peer coaching/mentoring  School schedule
5. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of	The school day/week is deliberately structured to allow time for teachers to work collaboratively in developing student assessment strategies for ongoing evaluation of student	The school calendar and professional development program are usually structured to allow time for teachers to work collaboratively in	Some professional development time is set aside for teachers to work collaboratively in developing student assessment strategies for	Collaborative development of student assessment strategies is not a part of the school's professional development program.	School schedule  Records of teacher collaboration



QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
student assessment strategies.	progress.	developing student assessment strategies.	ongoing evaluation of student progress.		

# STANDARD VI – STUDENT ACHIEVEMENT

## 6.01. Accountability

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. The school follows or has established high school graduation requirements that, at a minimum, align with those of the State Board of Education. (NA for elementary & middle schools or if district is responsible)	High school graduation requirements match or exceed state requirements.			High school graduation requirements do not meet state requirements.	Student handbook and/or district policy manual listing graduation requirements
2. The school reports attendance rates, student dropout rates and graduation rates and incorporates goals for reducing the number of absences and dropouts in the continuous school improvement plan as needed.	Accurate data collection and regular reporting occurs.  Identified attendance, drop out and graduation issues are addressed fully in the continuous school improvement plan.  Progress in reducing attendance, drop out and graduation problems is being documented.	Data collection and reporting occurs.  Identified attendance, drop out and graduation issues are addressed in the continuous school improvement plan.	Data collection incomplete affecting accurate reporting of data.  School community recognizes need for improved data collection and action plan to address problem(s).	School does not have accurate data collection in these areas and/or fails to report.  Available evidence indicates attendance and/or dropout rates and graduation rates are below expectations and no action plan has been developed to address the problem(s).	School report card  Reports to State Department of Education  Continuous school improvement plan
3. The school clearly documents student achievement on school records and ensures that all student records are physically secured against fire, misplacement, loss or other unauthorized access.	Student achievement is always documented on school records. School records are completely protected from damage or loss.	Student achievement is usually documented on school records, and school records are secured against most loss and unauthorized accesses.	Student achievement may not be completely documented on school records, and/or school records may not be fully protected from loss, misplacement, fire and/or unauthorized access.	Student achievement records are incomplete. School records are not protected from loss, misplacement, fire and/or unauthorized access.	Examination of student records

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
<p>4. The school develops and communicates written procedures to staff, students and patrons regarding:</p> <ul style="list-style-type: none"> <li>a. a comprehensive and effective plan for evaluating student achievement</li> <li>b. grading and graduation requirements</li> <li>c. attendance</li> <li>d. promotion and retention</li> <li>e. expulsion and suspension</li> <li>f. persistently dangerous schools</li> </ul>	Procedures are written for all areas and are communicated to staff, students and patrons.	Procedures are written and communicated internally among staff and students.	Procedures are written for most areas. Little evidence exists regarding how they are communicated to staff, students and patrons.	Little or no evidence of written procedures in these areas.	<p>Student and parent handbooks</p> <p>School procedures manual</p> <p>Website</p> <p>Newsletters</p> <p>Bulletins</p>
<p>5. All student data is disaggregated by subpopulations within the school and tracked longitudinally.</p>	Student data is disaggregated by all subpopulations and is tracked longitudinally for all subgroups.	Student data is disaggregated by subpopulations.	Initial efforts have been made to disaggregate student data by subpopulations.	Student data is not disaggregated by subpopulations or tracked longitudinally.	<p>Statewide testing data files</p> <p>School-specific assessment records</p>

2. Student Progress

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	<b>Fully Met</b> <i>Complete development &amp; implementation; clear and comprehensive evidence</i>	<b>Mostly Met</b> <i>Significant development and implementation; considerable evidence</i>	<b>Partially Met</b> <i>Minimum development or implementation; limited evidence</i>	<b>Not Presently Met</b> <i>No action has been taken; no evidence</i>	
1. The school disaggregates all student data and reports progress annually, adhering to current state and federal guidelines.	Student data is disaggregated fully and reported at least annually.	Student data is usually disaggregated and reported on an annual basis.	Student data is minimally disaggregated and reported.	Student data is maintained in the aggregate and/or progress is not reported to constituents.	Student achievement records School report card Continuous school improvement plan annual progress report
2. The school publishes annual report cards, which include state assessment data; makes them broadly available in understandable language to the public; and submits them as required by state and federal requirements.	An annual school report card containing pertinent student assessment data is written in clear, understandable language and is published and distributed widely.	An annual school report card is published but could be used more widely to inform the public.	An annual school report card containing some available student assessment data is published but may not be easily understood or widely distributed.	An annual school report card is not published.	School report card
3. The school demonstrates student growth and/or progress, or maintains a consistently high level of performance, on statewide assessments.	The school demonstrates significant student growth or maintains high level performance in all subgroups within the school on statewide assessments.	The school demonstrates significant student growth or maintains high level performance in all but one subgroup within the school on statewide assessments. The continuous school improvement plan contains goals, objectives and strategies to address the needs of the low-performing subgroup.	The school demonstrates significant student growth or maintains high level performance in all but two subgroups within the school on statewide assessments. The continuous school improvement plan contains goals, objectives and strategies to address the needs of the low-performing subgroups.	The school does not demonstrate significant student growth or maintain a high level of performance on statewide assessments.	State assessment data records Continuous school improvement plan

